

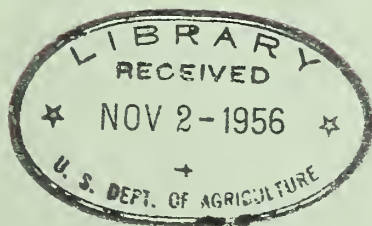
Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

Reserve
A249.3
C73M

Management Guides

For ASC
COUNTY OFFICES



BETTER PUBLIC SERVICE THROUGH BETTER MANAGEMENT

2 UNITED STATES DEPARTMENT OF AGRICULTURE
US Commodities Stabilization Service 52 Washington, D.C.

USDA

UNITED STATES
DEPARTMENT OF AGRICULTURE
LIBRARY



Reserve

BOOK NUMBER

A249.3
C73M

920457

INTRODUCTION

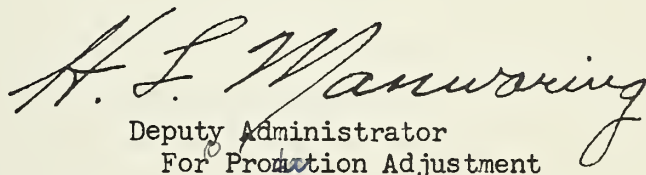
These Guides have been prepared with the assistance of a considerable number of county office managers and State Office personnel, for the purpose of helping managers deal with some of the major problems involved in running their offices. The subjects discussed are matters that have been found to have an important effect on the efficiency of county office operation. Because of the participation by field personnel, it is believed that the Guides contain many ideas which can be of practical help in the task of managing ASC county offices.

No general guide, however, can give a manager the answers to the specific problems which confront him day by day. It can only state general principles or suggest methods which he can make use of in dealing with individual persons and concrete tasks in his own office. He must discover for himself what value these principles and methods have and how they can be adapted to the circumstances and problems existing in his county office, which is different in countless ways from any other county ASC office in the United States.

In management, as in any other profession, discussion with other persons who have similar problems can be very helpful. With this in mind, the Guides have purposely been written in such a form that they can serve as a convenient outline for discussion. We believe it will be profitable for the fieldman and the managers in his area, as a group, to discuss the problems of management of ASC county offices, exchange ideas, turn them over in their minds, test them against their own experience, and, to the fullest extent possible, develop out of their own thinking the practices which will enable them to carry on their work as managers with maximum effectiveness.

Section 1 of the Guides is addressed to the County Committee. The remaining sections are addressed primarily to the manager, although some will be of direct interest to county office employees.

We hope very much that county office managers, fieldmen, and other State Office personnel will send in comments on the Guides and suggestions for improving them. Letters should be addressed to the Area Director and forwarded to him through the State Office.


Deputy Administrator
For Production Adjustment

BOOKS TO READ

Robert D. Loken and Earl P. Strong, Supervision in Business and Industry. (Funk and Wagnall, 1949). Deals with supervision, organization, planning and control, training, and human relations.

Alfred M. Cooper, How to Supervise People. (McGraw-Hill, third edition, 1952). In addition to dealing with supervision as such, contains an excellent discussion of how to train employees, prevent accidents, and improve employee contacts with the public.

George D. Halsey, Supervising People. (Harper and Brothers, revised edition, 1953). In addition to supervision as such, deals with selection of employees, training, holding meetings, preventing accidents, etc.

Donald A. and Eleanor C. Laird, The Technique of Handling People. (McGraw-Hill, revised edition, 1954).

George R. Terry, Office Management and Control. (Richard D. Irwin, Inc., revised edition, 1953). Suggested only as a reference book. Covers all aspects of office management, including organization, layout, equipment, files and records, employee selection, supervision, training, improving procedures and methods, planning, and control.

TABLE OF CONTENTS

	Page
Section 1. Responsibilities of the County ASC Committee	1
Section 2. Responsibilities of the County Office Manager	9
Section 3. County Committee Meetings	13
Section 4. Organization of the County Office	19
Section 5. Planning and Scheduling Work	29
Section 6. Training Employees	37
Section 7. Supervising Employees	47
Section 8. Office Layout, Supplies, and Equipment	57
Section 9. Files and Records	65
Section 10. Telling Farmers about ASC Programs	71
Section 11. Meeting and Dealing with the Public	75

SECTION 1. RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. The County ASC Committee is responsible for general direction of all assigned ASC programs in the county.	<p>a. This responsibility is exercised under the direction of the State ASC Committee and within established national and state policies and requirements.</p> <p>b. The County Committee has general responsibility for seeing that programs are efficiently administered.</p>
2. Employ a capable county office manager.	<p>a. The County Committee should employ a capable and well-qualified county office manager, subject to national and State Office regulations.</p> <p>b. A newly elected committee should keep in mind that, if farmers are to receive good service, the manager must have detailed knowledge of complex programs and procedures. This knowledge can be acquired only over a considerable period of time.</p> <p>c. The committee has a right to expect the manager to carry out its policies and decisions in good faith and to the best of his ability.</p> <p>d. When a new committee is elected it is not necessary to issue a new appointment if the manager is continued in office.</p>
3. Serve as a board of directors.	<p>a. The task of the County Committee is similar in several respects to that of the board of directors of a bank or other local business or a school board.</p> <p>b. The job of the County Committee is not to run the office or attempt to manage day-to-day operations, but rather to:</p> <p>(1) Set general policies covering programs and administration.</p>

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Cont.)	<ul style="list-style-type: none"> (2) Review work plans and make sure that they are sound. (3) Review the progress of work. (4) Make sure that the manager is administering the work efficiently. (5) Consider major program and administrative problems. (6) Make decisions reserved to the Committee because of their importance or nature.
4. Work through the manager.	<ul style="list-style-type: none"> a. See that the manager understands clearly the policies and decisions of the committee, give him the authority he needs to carry them out and to run the office, and then hold him responsible for results. b. Stand back of the manager and give him full support. c. If it appears that the manager is not doing as good a job as he should, sit down with him and the fieldman, talk it over, and give the manager any help possible. d. It may be found that the difficulty is due to the fact that the manager did not clearly understand what the committee expected or the committee did not fully understand the procedures the manager must follow or problems which he faces. e. There should be the closest possible understanding and cooperation between the committee and the manager at all times.
5. Do not give instructions to employees.	<ul style="list-style-type: none"> a. The manager is responsible for hiring employees and should employ the best persons he can find for the job.

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
5. (Cont.)	<p>b. Do not by-pass the manager by giving instructions to individual employees.</p> <p>(1) To do so will confuse employees and make it difficult, if not impossible, for the manager to supervise them efficiently.</p>
6. Review plans, operations, and expenditures.	<p>a. Shortly before each annual program is about to get under way, discuss with the manager his plans for carrying it on.</p> <p>(1) Consider what action will be necessary to make the program a success.</p> <p>(2) Review any difficulties encountered last year and discuss how to avoid them.</p> <p>b. Each month ask the manager to tell the committee what major jobs are coming up during the next month and how he plans to handle them.</p> <p>(1) Discuss these plans with him and satisfy yourselves that they are sound and within budget limitations.</p> <p>c. At the first regular meeting each month:</p> <p>(1) Discuss how the work is progressing.</p> <p>(a) Ask the manager to report on the progress of each program.</p> <p>(b) Has it been necessary to make any changes in the plans previously discussed?</p> <p>(c) Is the work getting done on time or are there backlogs?</p> <p>(d) What problems, if any have arisen and what actions are necessary to meet them?</p>

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (Cont.)	<p>(2) Review the highlights of the expense account and the budget control analysis for the preceding month.</p> <p>(a) The term "budget control analysis" refers to the form which is sent to the State Office each month showing funds allocated, accumulated expenditures to date, and balance available for each program.</p>
7. Review the annual budget.	<p>a. The annual budget (or estimates) should, to the extent possible, reflect work plans for the year.</p> <p>b. Review the budget with the manager and the fieldman to see if it will adequately meet program and administrative needs.</p> <p>(1) Use this review as an occasion to discuss over-all operations and problems.</p>
8. Perform field duties in special cases.	<p>a. While county committee members may not serve as employees of the county office, they may, as members of the County Committee, perform field duties in special and difficult cases in which their assistance is needed. Such work should be limited to unusual cases. Examples:</p> <p>(1) Investigating a particularly difficult marketing quota irregularity.</p> <p>(2) Making an inspection to determine eligibility for a new-grower allotment where adequate information has been hard to obtain.</p> <p>(3) Contacting a farmer who has refused to permit measurement of allotment crops.</p>

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
8. (Cont.)	<ul style="list-style-type: none"> (4) Visiting a farmer who has refused to pay a marketing quota penalty, loan deficiency, etc. (5) Investigating an unusual ACP project or irregularity. (6) In company with the manager, contacting a trade representative with a view to obtaining cooperation or compliance with any given program. (7) Investigating any unusual case which involves a committee decision.
9. Work with community committees.	<ul style="list-style-type: none"> a. Make sure community committees understand the responsibilities assigned them in your State and county, such as review of allotments, ACP sign-up, and helping to keep farmers informed about ASC programs. b. Make sure that community committees understand the background, objectives, and operations of ASC programs in the county. <ul style="list-style-type: none"> (1) Annual or semi-annual meetings of community committeemen are often held to discuss programs and how they are operating. (2) In some counties, each member of the County Committee holds evening meetings with groups of community committees. Compensation is not paid for these meetings. c. Obtain the advice and suggestions of community committees, both as to county policies and operations and as to recommendations to be made to the State Committee.

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
10. Assist in telling the public about ASC programs.	<p>a. Take advantage of opportunities to talk with farmers, business men, and other members of the public, individually and in groups, in order to help bring about clear public understanding of the purpose and operations of ASC programs. Work with the county extension agent.</p> <p>b. Enlist the assistance of community committeemen for the same purpose.</p> <p>(1) Be sure they have an accurate understanding of the programs, so as to avoid giving incorrect information.</p>
11. Work with the fieldman.	<p>a. Meet with the fieldman once each month as a means of keeping informed about State policies, program objectives, interpretation of procedures and progress of work and methods of operation as compared with other counties.</p> <p>(1) Committee meeting dates should be arranged so as to make it possible to meet with the fieldman.</p> <p>b. Discuss over-all operating plans and problems with the fieldman.</p> <p>c. Request the fieldman's assistance when problems arise on which he can help.</p>
12. Make suggestions to the State Committee.	<p>a. County committeemen have an important contribution to make in program planning and in adapting national and state programs to local needs.</p> <p>b. Submit to the State Committee suggestions and comments as to how well programs are meeting farmers' needs and what improvements in programs, procedures, or administration might be made.</p>

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
12. (Cont.)	<p>c. A steady and timely flow of suggestions and ideas from county offices to State offices and from State offices to Washington can be of great value in improving operations and providing better public service.</p>
13. Work with other agricultural agencies.	<p>a. Develop a close cooperative relationship with other agricultural agencies in the county. This will promote the work of all agencies.</p> <p>b. Seek the advice and help of other agencies, and be willing to give them the same service.</p> <p>c. Invite other agencies to meet with the County Committee whenever this will be helpful.</p> <p>d. In some counties, all agricultural agencies meet once a month or at other intervals:</p> <p>(1) To keep informed about each other's programs, and particularly about important changes in programs.</p> <p>(2) To coordinate programs and operations in the county so that they will not work at cross purposes.</p> <p>(3) To agree on recommended local agricultural practices, within the general recommendations of the State Experiment Station, so that conflicting advice will not be given farmers.</p> <p>(4) To help insure that one agency does not give erroneous information about another agency's programs, through misunderstanding.</p> <p>(5) To discuss agricultural problems of the county and what each agency can do to help meet them.</p>

RESPONSIBILITIES OF THE COUNTY ASC COMMITTEE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
13. (Cont.)	e. In some counties, the agricultural agencies arrange joint field days and tours, cooperate with local newspapers in publishing special agricultural editions, jointly undertake broadcasts to help farmers understand agricultural programs, and so forth.
14. Your job is a public trust.	<p>a. Serve the public faithfully.</p> <p>b. Since your decisions often affect farmers' livelihood, make every effort to reach informed, fair and impartial determinations.</p>

SECTION 2. RESPONSIBILITIES OF THE COUNTY OFFICE MANAGER

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Responsibility to the County Committee.	<p>a. The county office manager is responsible to and works under the direction of the County ASC Committee.</p> <p>b. As manager, assist and advise the County Committee.</p> <p style="padding-left: 40px;">(1) Make recommendations to the committee on policies and programs.</p> <p style="padding-left: 40px;">(2) Prepare the agenda for committee meetings and assist the committee in connection with meetings.</p> <p style="padding-left: 40px;">(3) Assist the committee in obtaining a good working knowledge of programs.</p> <p>c. Keep the committee informed of work plans, progress, and problems.</p> <p>d. Carry out the policies and decisions of the committee.</p> <p>e. While it is not the committee's responsibility to direct day-to-day operations, the manager can obtain valuable assistance from the committee. Often a discussion of a difficult problem which the manager faces will bring out a new idea or result in a common judgment which will be of much help in resolving the problem.</p> <p style="padding-left: 40px;">(1) Give careful thought to your responsibilities to the committee and to the question of how you can obtain the greatest possible help from it.</p>

RESPONSIBILITIES OF THE COUNTY OFFICE MANAGER

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. Managerial responsibilities.	<p>a. The manager is responsible, under the direction of the County Committee, for:</p> <ul style="list-style-type: none"> (1) Efficiently administering all operations performed by the county office, including field operations. (2) Seeing that the county office is efficiently organized. (3) Hiring qualified employees, including field employees. <ul style="list-style-type: none"> (a) Select employees carefully, since each represents a large investment. (b) When employing field workers, the general policy is to encourage the employment of community committeemen who are fully qualified. (4) Training employees. (5) Supervising employees. (6) Taking steps to prevent accidents when the work performed is hazardous. (7) Preparing the annual budget (or estimates). (8) Planning and scheduling work. (9) Arranging efficient office layout. (10) Obtaining and maintaining equipment, supplies, and service needed for efficient operations, in accordance with State Office instructions. (11) Seeing that files and records are in good order. (12) Improving operations and methods.

RESPONSIBILITIES OF THE COUNTY OFFICE MANAGER

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>(13) Cooperating with other agricultural agencies.</p> <p>(14) Seeing that committeemen and farmers receive necessary information about ASC programs.</p> <p>(15) Seeing that the public is dealt with fairly and courteously.</p> <p>(16) The manager is responsible for the functions of treasurer and secretary (unless the county committee selects the county extension agent as secretary). The manager may, of course, assign employees to assist in these functions.</p>
3. Cooperate with the fieldman.	<p>a. Work closely with the fieldman, review programs and State policies with him, and keep him informed with respect to county policies, progress of work, and problems encountered.</p> <p>b. Keep a folder for things to take up with the fieldman on his next visit. Make a note of items as they come to mind.</p> <p>c. The function of the fieldman is to help the county offices do a good job. Give careful thought to how you can make best use of his help.</p>
4. Your job is a public trust.	<p>a. Serve the public faithfully and impartially.</p>

SECTION 3. COUNTY COMMITTEE MEETINGS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Work out with the committee the time for meetings.	<ul style="list-style-type: none"> a. Set a time for regular meetings, in accordance with any State Office instructions. b. Ask the chairman to call special meetings when necessary to consider urgent matters. c. Be sure members of the committee (including the county agent) know definitely when regular and special meetings will be held. The fieldman should also be informed.
2. Arrange for meeting room.	<ul style="list-style-type: none"> a. If at all possible, do not have meetings in a room where other people are working, or where interruptions are likely to occur.
3. Prepare the agenda.	<ul style="list-style-type: none"> a. Keep in your desk a folder in which you put items which should be taken up at the next committee meeting. <ul style="list-style-type: none"> (1) Some of these may be notes of matters you merely wish to mention to the committee to keep it informed. b. Check with the chairman to see what items he wants to have discussed. c. Check with employees to get their suggestions regarding items which should be discussed. d. Check list of reports due State Office, notes on last meeting with fieldman, audit report, etc., for the purpose of suggesting items which should be discussed with the committee.

COUNTY COMMITTEE MEETINGS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Cont.)	<p>e. Plan to present to the committee information which will help it to meet its responsibilities as a board of directors.</p> <p>(1) Report what action has been taken on decisions made at the last meeting.</p> <p>(2) As suggested in Section 1, review with the committee annual and monthly work plans and progress, the annual budget, and highlights of the monthly expense account and the budget control analysis.</p> <p>(3) Each month review in some detail the operations of one of the programs.</p> <p>(4) Also keep the committee informed about personnel actions and other significant administrative matters.</p> <p>f. Prepare an agenda or list of things to be discussed at the meeting. Having such a list helps to achieve a businesslike meeting. The committee may, of course, wish to discuss other matters in addition to those on the agenda.</p> <p>(1) If a matter is to be discussed which the members will need to take some time to study or think about, notify them of it in advance.</p> <p>(2) It may help in such cases to mail a summary of the facts or copies of documents involved to the members before the meeting.</p> <p>(3) It is difficult for the committee to give adequate consideration to a hard problem if it did not know that it was coming up and therefore had no opportunity to think about it before the meeting.</p>

COUNTY COMMITTEE MEETINGS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
4. Get together information which will be needed at the meeting.	<p>a. Get together in advance of the meeting any information, documents, or materials that will be needed, such as files, loan documents, provisions of procedures that may be involved in cases to be discussed, previous determinations in similar cases, and so forth.</p> <p>b. Be sure that you have clearly in mind the principal points which the committee will need to consider, both as to the problems involved and applicable procedures.</p>
5. Get the meeting started.	<p>a. Try to get the meeting started on time.</p> <p>b. Read the minutes of the last meeting and make any necessary corrections.</p> <p>c. Have the minutes approved.</p> <p>d. Give the committee members a copy of the agenda.</p>
6. Assist the committee as appropriate.	<p>a. Offer comments, background, references to previous cases, information as to procedures, etc., to bring out the facts and rules.</p> <p>b. Suggest possible alternatives and submit recommendations.</p> <p>c. Call in employees as necessary when matters for which they are responsible are under discussion.</p>
7. Prepare minutes.	<p>a. As each item is discussed in the meeting, note down decisions reached.</p> <p>(1) If there is any doubt as to what the decision is or as to whether all the members have the same understanding as to what was decided, ask how the decision should be recorded in the minutes.</p>

COUNTY COMMITTEE MEETINGS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
7. (Cont.)	<p>b. <u>Immediately</u> after the meeting prepare the minutes (see Exhibit 1 at the end of this section). If the manager does not serve as secretary, he should review and correct the minutes before they are presented to the committee.</p> <p>(1) Show who were present and their titles.</p> <p>(2) Indicate what was discussed and what action was taken.</p> <p>(3) If a decision is unanimous, it is not necessary to show in the minutes that each member voted in favor of the decision. It is enough to say that the matter in question was approved.</p> <p>(4) If a decision of the committee is not unanimous and the member who was in the minority wishes to be so recorded, say: "The committee decided, Mr. _____ voting in the negative, that ...", etc. In such cases, the decision is, of course, legally valid and binding.</p> <p>(5) Be sure the policies and decisions of the committee are recorded in sufficient detail so that there will be no misunderstanding as to what is intended.</p>
8. Mail copies of minutes.	<p>a. After the minutes have been approved by the committee, mail a copy to each member.</p> <p>b. Mail a copy to the State Office and to the fieldman if required.</p>
9. Execute the policies and decisions of the committee.	<p>a. Take necessary actions promptly.</p> <p>b. Refer to the proper employee any matters for which he is responsible.</p>

MINUTES OF _____ COUNTY ASC COMMITTEE MEETING

The committee met at 9:00 a. m., August 8, 1955. Present:

_____	Chairman *
_____	Vice Chairman
_____	Member
_____	Member (County Extension agent)
_____	County Office Manager

1. Minutes. The minutes of the meeting held on July 25, 1955 were approved.
2. Progress of work. All excess wheat marketing quota cases except three have been closed out and penalties collected where due. These cases are farm serial numbers 32, 150, and 227. The Office Manager reported that deliveries of corn to bin sites is progressing satisfactorily except at bin sites No. 425 and No. 432, where rains have damaged driveways, making it difficult for trucks to get in and out. Some difficulty has been experienced in leasing sites for new bins, and further effort will have to be made to obtain a lease for a site in the Marydale area.
3. Expenditures and employment. Expenditures and the status of available funds were reviewed. The erection of bins at the new site has required the employment of an additional scale attendant and a bin attendant.
4. ACP specifications. The ACP specification sheets were read and discussed. A question was raised as to whether new tile installed in an existing open drainage ditch is eligible for cost sharing. The manager is to discuss this question with the fieldman.
5. Requests for cost-sharing. The committee considered and approved requests from 17 farmers for Federal cost-sharing on permanent type practices under the ACP program. A total of \$2,500 was allocated for this purpose. Mr. Brown, SCS representative, sat with the committee during the consideration of these requests.
6. Contract for gravel. A proposed form of contract for the spreading of gravel on driveways at bin sites was approved. The Office Manager will advertise for bids for spreading gravel at bin sites No. 425 and 432.

* If the Chairman is not present and one of the other members serves as Chairman, show his title as "Acting Chairman."

7. Commodity loans. The following cases of loan deficiencies at the time of settlement were discussed. In accordance with the procedures, the Office Manager has notified each of the producers in writing that there is a deficiency on his loan, and will undertake to collect the amounts due before the end of the 30 day period.

<u>Loan Number</u>	<u>Producer</u>	<u>Bu. Loan</u>	<u>Bu. Delivered</u>
83-024-211A	Joe Bear	890	811
83-024-561A	Pete Gyser	2110	1986

8. Next meeting. The committee will meet on August 17 at 9:00 A.M. for the purpose of opening the bids for spreading gravel.

The meeting adjourned at 11:45 A.M.

/S/ _____
County Office Manager

SECTION 4. ORGANIZATION OF THE COUNTY OFFICE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. General considerations.	<ul style="list-style-type: none"> a. The purpose of organization is to divide the work among the people in an office in such a way as to get the work done as efficiently as possible. b. A poorly organized or disorganized office will accomplish substantially less than a well organized office with the same number of people. c. The organization of an office must be geared at all times to the work to be done.
2. Have employees specialize to the extent feasible.	<ul style="list-style-type: none"> a. Specialization results in greater knowledge and skill in the job and therefore in greater output. b. Even in a small office each employee should, to the extent possible, be given responsibility for a particular area or areas of work. c. Specialization is usually on the basis of programs or parts of programs, e. g., loans, acreage allotments and marketing quotas, ACP. Another specialized assignment may be handling of administrative functions. d. While specialization is essential to a greater or lesser degree, the manager must guard against letting an employee think that he is to work only on one program. (1) Employees should be told when they are hired that they will be asked to help on other programs as necessary, and this should be carried out in practice.

ORGANIZATION OF THE COUNTY OFFICE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	(2) The manager should aim at developing the employees into a team that works closely together.
3. Balance workloads	<p>a. Be sure that some employees do not have light jobs while others have more than they can do.</p> <p>b. While rush assignments may be necessary at times, avoid having employees work under pressure for extended periods.</p>
4. Be sure each employee knows clearly what his duties are and what is expected of him.	<p>a. As a general rule, it is desirable to prepare a brief statement of the principal regular duties of each position. See Exhibit 2 at the end of this section.</p> <p>b. The important thing is that there should be no doubt in the employee's mind or in the manager's mind as to what the employee is supposed to do.</p> <p>c. It is fairly common to find that some employees do not know clearly what they are supposed to do and, as a result, do not produce as much as they should.</p>
5. Establish clear lines of responsibility.	<p>a. See that each employee knows definitely who his immediate supervisor is.</p> <p>b. See that each supervisor knows definitely who reports to him.</p> <p>c. See that no employee reports to more than one person.</p>
6. Don't try to do everything yourself.	a. Aim at developing a smooth-running organization in which employees are able to carry on their work with only general guidance from the manager.

ORGANIZATION OF THE COUNTY OFFICE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (Cont.)	<p>(1) One test of good organization is whether the office will run efficiently if the manager is away for an extended period.</p> <p>b. Encourage employees to use initiative.</p> <p>c. If you are not able to give adequate attention to planning and other managerial duties, ask yourself whether there are things you are doing which could be delegated to the office or field employees.</p> <p>(1) Often employees are capable of assuming greater responsibility if the manager will let them.</p> <p>d. The manager remains accountable for the employees' work, for coordinating operations, and for approving major decisions.</p>
7. Designate an acting office manager.	<p>a. The County Committee, subject to any State Office instructions and on the recommendation of the office manager, should designate one employee to serve as acting office manager whenever the manager is absent.</p>
8. Additional considerations applicable to large county offices.	<p>a. In a large office, designate key employees for particular programs or other operations.</p> <p>b. Assign other employees to work under the supervision of the key employees.</p> <p>c. Give all instructions to the key employee.</p> <p>(1) Do not by-pass a key employee by making assignments or giving directions to employees under his supervision.</p> <p>(2) Require employees to discuss their work problems with the key employee to whom they report.</p>

ORGANIZATION OF THE COUNTY OFFICE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
8. (Cont.)	<p>d. One or more employees may be assigned general clerical duties, assisting on different operations as needed.</p> <p>e. In a large county office, in order to achieve maximum output, the manager must spend considerable more time in planning and assigning work and in training and supervising employees than in a small office.</p> <p>(1) For this reason, it is desirable in a large office to develop one employee who is familiar with the programs, and who can assist in training other employees and in carrying on other general responsibilities. This employee can be in charge when the manager is out of the office.</p>
9. Recommend grades.	<p>a. Assign a title to each position.</p> <p>b. Recommend a grade for each position commensurate with its duties and responsibilities, in accordance with State Office instructions.</p> <p>c. As a general rule, positions of key employees should normally be set at a higher grade than positions under their supervision.</p>
10. Organize operations on an assembly line basis when desirable.	<p>a. Some operations can profitably be organized on an assembly line basis, with several employees performing different parts of the operation.</p> <p>(1) It is helpful to prepare step-by-step job instructions covering the different parts of the operation each employee is to perform.</p> <p>b. Plan the work so that it flows smoothly from one person to another.</p>

ORGANIZATION OF THE COUNTY OFFICE

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
10. (Cont.)	<p>c. If a bottleneck occurs, rearrange things so as to overcome it.</p> <p>d. Rush jobs can sometimes be handled more quickly in this fashion.</p>
11. Review the organization of the office from time to time.	<p>a. Organization should be reviewed periodically, say, at the beginning of each quarter.</p> <p>(1) While changes in assignments need to be made as the work changes, a periodic review of organization is also desirable.</p> <p>(2) Often it will be found that work loads have gotten out of balance and some employees have substantially heavier loads than others.</p> <p>(3) Or changes in programs may have occurred gradually which make it desirable to change or regroup assignments.</p> <p>b. In reviewing organization, it is often helpful to write down, or have each employee write down, the main tasks now being performed.</p> <p>c. Check to see whether workloads are in balance, whether tasks which should be performed by one person have been assigned to more than one employee, whether employees clearly understand what they are responsible for, etc.</p>

EXAMPLES OF JOB ASSIGNMENTS

(Adapted from organization chart and job assignments for ASC Office, Harper County, Kansas)

These job statements are included only as examples. They are not intended to indicate how any county office should be staffed or organized.

All assignments are subject to the instructions and supervision of the county office manager. Employees will be required to do other work as necessary.

Head Loan Clerk

1. In charge of preparation and filing of all loan documents and records.
2. Review all loan documents before approval.
3. Type, compute, and file loan documents.
4. Prepare sight drafts.
5. Maintain custody file.
6. Prepare for signature of the manager correspondence relating to loans.
7. Prepare all necessary reports in connection with loan programs.
8. Maintain indebtedness file and report.
9. Counter work.
10. Assign work to and supervise Assistant Loan Clerk.

Assistant Loan Clerk

Under supervision of Head Loan Clerk:

1. Maintain CL-4, prepare CL-4A reports, prepare loan documents, file folders.
2. Type and compute loans.
3. Prepare loan settlement forms.
4. Prepare loan transmittal forms and deposit schedules.
5. Perform other work relating to loans as assigned.

Head Allotment and Quota Clerk

1. Prepare listing sheets.
2. Reconstitute farms.
3. Prepare allotment notices, acreage reports, sketch maps, notices of measured acreages.
4. Receive and process appeals to marketing quota review committee; prepare notices of hearings and other related data.
5. Prepare all required reports.
6. Prepare for the manager's signature correspondence relating to allotments or marketing quotas.
7. Maintain allotment and quota files.
8. Counter work.

Head ACP Clerk

1. Receive requests for assistance and prepare for consideration of the County Committee.
2. After approval of requests, prepare requests to SCS for technical assistance where needed, issue approval to farmer after the necessary information is obtained, and send out the necessary follow-up letters on expiration dates.
3. Review reports of performance from farmers and SCS; furnish farmers the necessary information and practice specifications.
4. Prepare recheck forms for field checking, application for payment, and other forms.
5. Maintain budgetary control records.
6. Prepare annual and other required reports.
7. Maintain ACP files.
8. Prepare correspondence for the manager's signature.
9. Counter work.

Administrative Clerk

1. Prepare expense account, receive all county office collections, and prepare required reports relating to expenses and collections.
2. Prepare penalty indicia report.
3. Prepare orders for supplies and equipment and maintain supplies.
4. Maintain personnel and other administrative files.

General Clerk

1. Prepare loan documents and ACP and AAMQ forms under supervision of head clerks.
2. Prepare sketch maps.
3. Assist with preparation of aerial photos.
4. Assist with preparation of current farm records.
5. Maintain master set of procedures.
6. Run mimeograph machine.

Bin Site and Loan Supervisor

1. See that CCC bins, bin sites, and equipment are kept in good order and repair.
2. See that grain stored in CCC bins is kept in good condition; supervise inspection and sampling of grain.
3. Train bin maintenance crew and plan and supervise its work.
4. Train loan inspectors and plan and supervise their work.
5. Prepare or have crew foreman prepare required reports.
6. Assist county office manager in planning and supervising loading in and out of the bin sites and in training and supervising scale attendants and bin site attendants.

Performance Supervisor

1. Train compliance reporters and plan and supervise their work.
2. Spot check and approve work of compliance reporters.

Performance Supervisor (Cont.)

3. Prepare required forms and reports.
4. Measure acreage of allotment crops when not engaged in supervisory duties.
5. Responsible for maintenance of measuring equipment.
6. Check compliance on certain ACP practices.

SECTION 5. PLANNING AND SCHEDULING WORK

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Plan the work.	<p>a. Because of the number and complexity of the programs administered by the county office, it is essential that the manager think and plan ahead.</p> <p>b. The object of planning is to see in advance what has to be done, so as not to be caught short by reason of not having started soon enough, not having on hand when needed the necessary facilities or staff, not foreseeing that a certain step has to be completed before another can be begun, and so forth.</p> <p>c. Time spent in planning usually pays good dividends. However, it is not desirable to plan ahead of what can reasonably be foreseen or to plan in excessive detail.</p>
2. In planning, consider:	<p>a. Why is the work being done?</p> <p>(1) What is the purpose or objective of each program and of each operation involved in carrying it out? What are you trying to accomplish?</p> <p>b. What is to be done?</p> <p>(1) Break down each program into operations and each operation into steps. Good planning requires careful analysis of what is to be done.</p> <p>c. How is the work to be done?</p> <p>(1) What methods are to be used?</p> <p>(2) Can any improvements in methods be made over the way the job was done last time?</p> <p>(3) What materials are needed? Are they on hand or will they have to be obtained and, if so, when and where?</p>

PLANNING AND SCHEDULING WORK

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>d. When is the work to be done?</p> <ul style="list-style-type: none"> (1) When should the work begin? (2) When should it be completed? (3) Does any operation have to be completed before another can begin? (4) Can a simple time table be worked out for the various operations involved so that the job as a whole will be completed on time? (5) Has a reasonable allowance been made for possible delays? Most jobs are likely to take longer than you think they will. (6) Try to time work so it doesn't all come at once. (7) Use slack periods to get work done ahead of the rush, for example, addressing envelopes, checking interest on notes held by lending agencies, etc. <p>e. Where is the work to be done?</p> <ul style="list-style-type: none"> (1) This question is applicable mainly to field work, particularly work involving travel. (2) Plan your trips and get field employees to plan theirs. Considerable time can be wasted if trips are not planned. (3) Don't make a trip if a letter or phone call will do the job as well. (4) If feasible, find out whether the person you want to see will be there. (5) Determine whether more than one task can readily be accomplished on the same trip. (6) Think about what needs to be done at each stop so that you are not likely to overlook something and have to go back.

PLANNING AND SCHEDULING WORK

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>(7) Plan the route so that it will involve the shortest distance, avoiding backtracking and crisscrossing.</p> <p>(8) Maps showing all roads and location of farmhouses are available from State Highway Departments for nearly all counties in the United States and often can be used to advantage.</p> <p>f. Who is to do the work?</p> <p>(1) Who is to be assigned the various operations?</p> <p>(2) Will additional personnel have to be hired, and, if so, when and for how long?</p> <p>(3) Who will supervise the work?</p> <p>(4) What training is needed and how and when will it be given?</p>
3. Plan each year's programs.	<p>a. Some time before operations will begin, develop a general plan for each annual program.</p> <p>b. Prepare a breakdown of the main operations involved in the program.</p> <p>c. List any dates by which certain operations, reports, etc., will have to be completed.</p> <p>d. Show time of any probable peaks or valleys in the work.</p> <p>e. Consider generally how best to carry on the program, what action and facilities will be needed to make it a success, and foreseeable difficulties (including specific difficulties encountered last year) and how best to avoid them.</p> <p>f. Discuss with the County Committee your plans for carrying out the program.</p>

PLANNING AND SCHEDULING WORK

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
4. Use the annual budget or estimates as a tool for planning.	a. In preparing the budget, tie together the plans for all programs for the year. b. Develop the total picture of the job to be done during the coming year and the funds and personnel likely to be required.
5. Prepare a monthly work plan.	a. Prior to the end of each month prepare a breakdown of the principal jobs to be done during the coming month. b. Consider in more detail items c, d, and e in step 3, above. c. Consider the workload for each program and see how this adds up in terms of the total job to be done and what is needed to do it, including funds and personnel. d. Discuss your plans for the month with the County Committee.
6. Tools for planning and scheduling.	a. A simple device used by many managers is a list of things to be done. (1) This may be for a day, a week, a month, or a longer period. (2) It may include due dates and the name of the person who is to do the work. (3) Work priorities--that is, what should be done first--should be indicated. (4) Before beginning work each day, stop and jot down the main things you want to accomplish that day. b. A work planning chart can be used. See Exhibit 3 at the end of this section. c. What is called a Gantt chart may sometimes be helpful in planning an operation, particularly to meet a deadline. See Exhibit 4.

PLANNING AND SCHEDULING WORK

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (Cont.)	<ul style="list-style-type: none"> (1) Such a chart makes it possible to show visually what must be done by when. It can be useful in discussing work plans with the County Committee, the fieldman, or employees. (2) In preparing a Gantt chart, make a breakdown of the main things that have to be done in carrying out the operation. (3) Fill in dots to show any required due dates and the final target date. (4) Work back from these due dates to determine when you need to begin and complete intermediate steps. (5) Show dots and lines in pencil so that changes can be made as necessary. <p>d. It may be a good idea to post work plans on bulletin board in the manager's office so that employees can check with them as necessary.</p>
7. Develop plans in discussion with employees.	<p>a. Many managers meet from time to time with all employees or with those concerned with a particular activity to discuss what needs to be done and to plan operations.</p>

WORK PLANNING CHART

[illegible]

USE OF GANTT CHART TO PLAN ACP SIGN-UP
(Adapted from breakdown made by ASC Office, Richland County, Wisc.)

	January				February				March				April				
	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-5	7-12	14-19	21-26	28-2	4-9	11-18	18-23	25-30
Meeting ASC, SCS, Co. Agt. to plan meeting of Community Committeemen		●															
Get auditorium for meeting of Community Committeemen		●															
Plan and arrange program for meeting of Community Committeemen		■															
Write letters and leaflet to go to farmers		■															
Hold meeting of Community Committeemen				●													
Meeting ASC, SCS, Co. Agt. to plan sign-up meetings				●													
Arrange for sign-up meetings -obtain meeting places				●													
Arrange program				■													
Mimeo letter and leaflet to go to farmers					●												
Mail letters and leaflets					●												
Hold sign-up meetings								■									

● indicates one day
■ indicates more than one day

SECTION 6. TRAINING EMPLOYEES

SUBSECTION 1. TRAINING IN PROCEDURES AND OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. The manager is responsible for seeing that employees are properly trained for their jobs.	<ul style="list-style-type: none">a. Although training takes time, it usually saves considerably more time than it takes, by reducing errors and the amount of time spent in checking work and by increasing output.b. The manager or an experienced employee should train new employees.c. Other employees may need to brush up before an operation begins.d. At least one other employee should be trained to handle each operation in case the employee primarily responsible is absent or resigns.
2. Schedule training.	<ul style="list-style-type: none">a. Determine what training is needed by individual employees.b. If possible, prepare a written schedule for training employees.<ul style="list-style-type: none">(1) Plan the schedule so that employees will be properly trained before major operations begin.(2) Try to set a definite time for training the employee--in what operations on what days at what time. Unless you set a time, you may not get the training done.(3) As a general rule, each session should not exceed an hour and there should not be more than two sessions a day. It is a good idea to break for a few minutes after half an hour.(4) If possible, begin with simple operations.

TRAINING IN PROCEDURES AND OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	(5) Don't try to cover too much ground too quickly.
3. Prepare a breakdown for the operation in which the employee is to be trained.	<p>a. Divide the operation into steps.</p> <p>(1) Each step should cover a particular thing the employee must know or do in performing the operation.</p> <p>(2) List steps in the order in which the work is done.</p> <p>b. If a two-column job breakdown (similar to the form used in these guides) is available, use it.</p> <p>(1) In using such a breakdown, divide into two or more parts any step that takes up more than half a page and present each part separately.</p>
4. Prepare sample forms.	<p>a. When feasible, fill out a sample of each form involved in the operation, using an actual case if possible. These are called John Doe forms.</p> <p>b. <u>Divide each form into a number of short parts and treat each as a SEPARATE STEP.</u> This is important.</p>
5. Get ready	<p>a. Have on hand all necessary materials, blank forms, etc., so that you won't have to stop in the middle to go get something.</p> <p>b. Sit on the same side of the desk as the employee.</p> <p>c. Put a new employee at ease by a friendly opening and an expression of confidence.</p>

TRAINING IN PROCEDURES AND OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
5. (Cont.)	d. <u>Don't permit interruptions unless urgent.</u> It is impossible to do effective training when there are frequent interruptions.
6. Develop interest in the work.	<p>a. Explain briefly the general background, purpose, and importance of the operation and its relationship to the program as a whole and to other jobs in the offices.</p> <p>b. Explain how it affects farmers and the State or Commodity Office.</p> <p>c. Explain how the employee's work contributes to the program. Show him that his work is important.</p>
7. Explain the use of the breakdown and the John Doe forms.	<p>a. Explain in advance that the breakdown and the John Doe forms are used to help you present the steps in the proper order and without overlooking anything.</p> <p>b. Explain that copies will be given the employee at the end of the session.</p> <p>(1) The employee should not have copies of the breakdown or the John Doe forms before him during the training sessions, as they would distract his attention.</p>
8. Present the first step.	<p>a. Tell the employee what the first step is and what is involved in it.</p> <p>b. If the step involves doing something, show the employee how to do it whenever possible.</p> <p>(1) In showing, be sure you are facing in the same direction as the employee, so that he doesn't see the demonstration backwards.</p> <p>(2) Stress each item involved in doing the step correctly.</p>

TRAINING AND PROCEDURES IN OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
8. (Cont.)	<p>(3) Point out common errors and things it is important not to do.</p> <p>(4) Point out any special knacks or information that will help the employee do the job skillfully.</p> <p>c. Whenever possible, explain why. If an employee understands the reason for an operation, he is more likely to remember it and do it correctly.</p> <p>d. Each step is a learning unit.</p>
9. Have the employee tell back.	<p>a. After you have explained the first step, ask the employee to explain it back to you.</p> <p>(1) Be sure to explain to the employee in advance that the purpose of the tell-back is to make certain you have explained the step or the operation clearly, as well as to help him remember.</p> <p>(a) If you do not explain this in advance, the employee may resent being asked to tell back.</p> <p>(2) You will often find that the employee has a different understanding of your meaning than you intended.</p> <p>b. If the step involves doing something, have the employee perform the operation and <u>tell you what he does and why (if pertinent) as he does it.</u></p> <p>(1) In the case of a form, give the employee a blank form and explain how to fill out the first part (see step 4 b above).</p> <p>(2) Have the employee fill out that part and tell what he does as he fills it out.</p>

TRAINING IN PROCEDURES AND OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
9. (Cont.)	<p>(3) Cover the remaining parts in the same way.</p> <p>c. The tell-back is essential for rapid and accurate learning.</p>
10. Present the remaining steps.	<p>a. When the first step is clearly understood, proceed to the next, and so on.</p> <p>b. Don't present more than the employee can digest at one time.</p> <p>c. Attempting to teach too much too fast confuses the employee, makes him tense, and prevents him from learning quickly and accurately.</p>
11. Review the steps covered in the session.	<p>a. The last thing each session go over the steps covered.</p> <p>b. Take each step and ask the employee to explain briefly what is involved in it.</p> <p>(1) Often the step can be turned into a question, for example, "What documents are sent to the Commodity Office?" or "How do you post to the CL 4?"</p> <p>c. This review is important. It not only helps fix the material in mind but also discloses steps the employee does not fully understand or remember.</p> <p>(1) At the same time, the review helps the employee to see how the steps tie together.</p> <p>d. Mark any steps on which the employee is weak.</p>

TRAINING IN PROCEDURES AND OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
12. Have the employee study the material covered.	<p>a. At the end of each session, give the employee a copy of the breakdown (if any) or procedures and John Doe forms covered up to that point and ask him to study them before the next session.</p> <p>(1) Ask him to give particular attention to any steps on which he is weak.</p>
13. Review the previous session.	<p>a. If the employee has not yet begun doing the work, at the next session mention briefly the steps covered in the previous session.</p> <p>b. Review in detail any steps on which the employee was weak in the review at the end of the previous session.</p> <p>c. Then proceed to new material.</p>
14. Try out performance.	<p>a. Have the employee begin work on the operation under close supervision.</p> <p>b. Ask him what questions he has.</p> <p>c. Check the work the first few times he does it and correct errors.</p> <p>(1) Continue checking from time to time until you know that he knows.</p> <p>d. If he is unsure about any part of the operation, give him further training in that part.</p> <p>e. Be sure he knows where to go for help and tell him not to be afraid to ask for it if he needs it.</p> <p>f. Remember that a little encouragement and recognition help a lot.</p>

TRAINING IN PROCEDURES AND OPERATIONS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
15. Train groups of employees.	<ul style="list-style-type: none"> a. The same method can be used with small groups. b. Have one employee tell back what is involved in the first step, another tell back the second, and so on, in order to get active participation by everyone in the group. c. If the employees will all be performing the same operation, have each person in turn do the job while the others observe. d. If the group is meeting for a full day, probably not over an hour in the forenoon and an hour in the afternoon should be spent in intensive step-by-step presentation and tell back. e. Check the performance of each employee on the job.
16. Principles of learning involved.	<ul style="list-style-type: none"> a. The more ways in which a thing is learned, the better it is remembered. b. In the method suggested above, the things to be learned are heard, told back, done (if possible), and read. The use of the muscles (kinesthetic sense) in telling back and doing reinforce the senses of hearing and sight. This speeds up the learning process. c. Attempting to learn a complex procedure through reading by oneself is often a formidable and discouraging undertaking. The method suggested gives the employee needed help in this task.

SUBSECTION 2. ORIENTING NEW EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Get the employee off to a good start.	<p>a. Remember that a new employee is likely to feel confused and unsure of himself. You can probably remember how you felt on similar occasions. Accordingly:</p> <p>(1) <u>Don't try to tell the employee very much the first day or two.</u> He is in the position of adjusting to a new situation and is not in a state of mind to remember lengthy explanations or instructions.</p> <p>(2) Try to make him feel that this is a good place to work and that you are glad to have him.</p> <p>(3) Go out of your way to be friendly and to give him encouragement and a feeling of confidence in himself.</p> <p>b. It has been found that if the employee is badly confused at the beginning or gets the impression that the office is unfriendly or not interested in him, it may actually interfere with his doing a good job for some time to come.</p>
2. Introduce the new employee to all other employees in the office.	<p>a. This should be done by the office manager.</p>
3. Have a short talk with the employee.	<p>a. If he will work under another employee, that person should be present.</p> <p>b. See that the employee knows clearly who his supervisor is.</p> <p>(1) Encourage him to discuss with his supervisor any questions he may have.</p> <p>c. Explain briefly the purpose and operation of the program the employee will work on.</p>

ORIENTING NEW EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Cont.)	<ul style="list-style-type: none"> d. Explain briefly what his job is. e. If the job is hazardous, explain what the major hazards are and try to get him to be safety conscious. f. Explain about hours, pay days, breaks, etc. g. It is a good plan to ask one of the other employees to show him where forms, files, supplies, etc., are located, help him to get acquainted, and answer questions.
4. If the employee was hired for a permanent position, have a second discussion with him a few days later.	<ul style="list-style-type: none"> a. Explain the purpose and nature of the various programs carried on by the office. b. Explain how his job relates to those of the other employees. c. Explain in some detail what his job is and what he is responsible for. If a written statement of duties has been prepared, discuss it with him. d. Make it clear that he will be required to help on any operation as necessary. e. Point out the effect of errors on farmers, on the office, and on other offices. f. Discuss office policies and standards. g. Find out whether the employee has any questions or is uncertain about anything. h. Try to build up a feeling of pride in the office and its work.
5. Follow up.	<ul style="list-style-type: none"> a. Check up rather frequently at first to see if he is getting along all right, what problems he is running into, and what help you can give him.

SECTION 7. SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. What supervision involves	<ul style="list-style-type: none"> a. Supervision is the art of getting good work done by other people. b. By good work is meant: <ul style="list-style-type: none"> (1) Doing the work correctly. (2) Doing it on time. (3) Turning out a satisfactory amount of work.
2. Prerequisites for effective supervision:	<ul style="list-style-type: none"> a. The office must be well organized. b. The work must be carefully planned. c. Employees must be trained so that they know how to do the work correctly.
3. Give clear instructions and assignments.	<ul style="list-style-type: none"> a. Think through your instructions before you give them. b. Be sure employees know WHAT is to be done, HOW it is to be done, WHEN, and WHERE. <ul style="list-style-type: none"> (1) When feasible, set a target date for completion of a job, or work out a timetable indicating when different phases of an operation should be completed. c. Whenever feasible, explain WHY--the purpose or objective of the operation and what is to be accomplished by it. <ul style="list-style-type: none"> (1) A person will usually have more interest in a job and often will be able to perform it more intelligently and effectively if he knows its purpose.

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Cont.)	<p>d. Put instructions in writing if they are such that it will be difficult for the employee to remember what is to be done or if the job is one that will need to be done repeatedly.</p> <p>(1) Brief step-by-step instructions covering a particular job can be posted on or near the employee's desk.</p> <p>e. After giving an assignment or other instructions, it is a good plan to ask the employee to tell you in his own words his understanding of what he is to do.</p> <p>(1) Often you will find he has a somewhat different understanding of what is to be done than you intended.</p> <p>f. Don't change instructions or assignments unnecessarily.</p> <p>(1) As a general rule, try to let an employee finish the job he is on before starting him on a new one. But let him know, as he nears the end of one task, that there is another one waiting.</p> <p>g. Uncertainty, lack of decisiveness, excessive delay, or vagueness in giving instructions tends to confuse employees and lessens their respect for you as a supervisor.</p> <p>(1) At the same time, unnecessarily detailed instructions which cover things the employee is competent to work out himself also tend to cause irritation and lessen respect.</p>
4. Give employees a share in discussing what is to be done and how to do it.	<p>a. As a general principle, employees will do better work and have more interest in their jobs if they have a part in discussing what is to be done and some degree of freedom in determining how to do their jobs.</p>

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
4. (Cont.)	<p>b. Regular weekly staff meetings of the manager and employees can be very useful if carefully planned and handled.</p> <p>(1) Such meetings can be useful even in a small office.</p> <p>(2) Staff meetings can be used to let each employee know what the other employees and the manager are doing, to see where their work is interrelated and any points at which it needs to be coordinated, to plan what needs to be done, to review work progress, and to discuss common problems.</p> <p>c. Before beginning a major job, call in the employees concerned.</p> <p>(1) Very often they can contribute good ideas as to how to do the work more efficiently.</p> <p>(2) Be sure they understand the purpose of the job.</p> <p>(3) Let them discuss how it should be done.</p> <p>(4) If there is not general agreement on what is to be done and how, issue clear instructions.</p> <p>d. From time to time, get employees together to discuss the methods used to do the work and how they could be improved and to consider any problems.</p> <p>e. Participation in the task of running the office helps to develop good morale, a spirit of teamwork, and interest in the job.</p>
5. Follow-up.	<p>a. Make sure that what needs to be done is done and that instructions are carried out.</p> <p>b. Spot check work periodically to see if it is being done correctly.</p>

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
5. (Cont.)	<p>(1) This can often be done in cooperation with the employee whose work is being checked.</p> <p>(2) Such a check should not be made without the employee's knowledge, as this is likely to cause resentment.</p> <p>c. While it is essential to follow up, it is important not to oversupervise. Employees do better work if the supervisor doesn't breathe down their necks too closely.</p> <p>d. The manager must strike a balance between not following up enough and following up too much. The degree of follow-up needed will vary with different employees.</p>
6. Review each employee's work with him from time to time.	<p>a. Discuss each employee's work with him periodically.</p> <p>b. Tell him in what respects he is doing a good job and point out areas of possible improvement.</p> <p>c. Ask him if there are any problems or other matters he would like to discuss.</p> <p>d. If the employee works under another employee as supervisor, the latter should either conduct the discussion or be present.</p>
7. Correct unsatisfactory work.	<p>a. If an employee is not doing satisfactory work, do not criticize him or bawl him out.</p> <p>(1) Criticism tends either to strengthen and confirm the employee's existing unsatisfactory work habits or to develop new ones.</p> <p>b. Get all the pertinent facts.</p> <p>(1) Sometimes it will be found that the employee does not have the information or tools necessary to do a satisfactory job.</p>

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
7. (Cont.)	<div data-bbox="614 262 1311 348">(2) Poor lighting, uncomfortable chairs, or other unsatisfactory equipment may be responsible.</div> <div data-bbox="614 386 1311 510">(3) Ask yourself whether the difficulty is due to something you have failed to do, such as not giving clear instructions or adequate training.</div> <div data-bbox="539 548 1311 605">c. Discuss unsatisfactory work with an employee only when no one else is present.</div> <div data-bbox="539 643 1311 700">d. Always begin with a question about the unsatisfactory work.</div> <div data-bbox="621 738 1311 862">(1) If there is something you can commend the employee for or if his work on the whole has been good, mention that first.</div> <div data-bbox="621 900 1311 1148">(2) Then, for example, you might say: "I notice you have been having a little trouble with the expense account recently. I thought it would be a good plan to sit down and discuss it and, in particular, I wanted to ask if you have any questions about how it should be prepared."</div> <div data-bbox="621 1186 1311 1271">(3) Do not phrase the question in such a way that it is actually an accusation or criticism.</div> <div data-bbox="621 1309 1311 1490">(4) Sometimes you will find that some unexpected condition, such as illness at home or some other situation you didn't anticipate, is responsible. By starting with a question you can often avoid embarrassment to yourself.</div> <div data-bbox="539 1528 1311 1557">e. Give the employee ample opportunity to talk.</div> <div data-bbox="621 1595 1311 1681">(1) Often this will bring out the real reason for the difficulty, which may be very different than the apparent cause.</div>

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
7. (Cont.)	<p>(2) Try to understand the employee's feelings and opinions.</p> <p>f. Don't get angry or argue (this, of course, is a lot easier to say than do). The moment you lose your temper, you have lost the advantage.</p> <p>g. Fit the action to the employee.</p> <p>(1) Try to get at the root of the matter; otherwise the problem will probably recur shortly.</p> <p>(2) Schedule further training if it is necessary.</p> <p>(3) Make sure the employee understands what he is supposed to do and how he is supposed to do it.</p> <p>(4) Express yourself clearly and forcefully, but avoid sarcasm, abuse, or criticism.</p> <p>(5) Close the interview pleasantly and help restore the employee's self-confidence. Offer to help in any way you can.</p> <p>h. In the case of an employee who has recurring difficulty in relations with others, but is competent in other respects, it may help to listen understandingly to him from time to time in private.</p> <p>(1) <u>In such a discussion do not tell the employee how to solve his difficulties or sympathize about them, or give him advice. LISTEN, and show that you understand what he is saying.</u></p> <p>(2) Criticism of such an employee is wholly ineffectual and tends to aggravate the difficulty by removing needed support.</p>

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
7. (Cont.)	<p>(3) Any uncertainty as to what the employee is responsible for in relation to other employees or other conditions which tend to make him feel insecure or unsure of himself will also aggravate the difficulty.</p> <p>i. An employee whose work is not satisfactory should, if possible, be assigned other work which he can do satisfactorily.</p> <p>(1) If this is not possible and if the employee's work cannot be brought up to a satisfactory standard after careful effort is made to help him, he should not be retained.</p>
8. Establish office rules if necessary.	<p>a. Set a good example yourself.</p> <p>b. If abuses arise, act promptly to stop them.</p> <p>c. In such cases, it may be a good plan to have the employees themselves prepare for the manager's approval a few simple rules governing work in the office, including such matters as being on time, breaks, personal telephone calls, etc.</p> <p>d. Many county offices allow a ten minute break in the forenoon, and again in the afternoon.</p> <p>(1) If this is done, one or more employees should always remain in the office to wait on callers and answer telephones.</p>
9. Develop high morale.	<p>a. Give employees a share in discussing what is to be done, as suggested above. This will probably contribute more to high morale than any one other factor.</p> <p>b. Show appreciation for a job well done. Be liberal with encouragement whenever possible. Give credit to your employees rather than taking it yourself.</p>

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
9. (Cont.)	<p data-bbox="548 253 1334 291">c. Develop interest and pride in the work.</p> <ol style="list-style-type: none"> <li data-bbox="618 319 1334 415">(1) The work of the ASC county offices is important to the welfare of farmers and the nation as a whole. <li data-bbox="618 443 1334 538">(2) Discuss with employees the objectives of the programs, why they were adopted, and what they are intended to accomplish. <li data-bbox="618 567 1334 643">(3) Show employees that they have a vital part in carrying on these programs. <p data-bbox="548 672 1334 710">d. Develop team spirit.</p> <ol style="list-style-type: none"> <li data-bbox="618 738 1334 833">(1) There is a great difference between a group of persons operating individually and the same group operating as a team. <ol style="list-style-type: none"> <li data-bbox="688 862 1334 986">(a) The main characteristic of a team is that it has a common purpose and cooperates to achieve that purpose. <li data-bbox="688 1014 1334 1119">(b) At the same time, the members of the team have a feeling of closeness and warmth toward each other. <li data-bbox="618 1148 1334 1338">(2) How to develop a team with a spirit of responsibility, cooperation, and good feeling is something that each manager has to discover for himself. The attitude and example of the manager is one of the most important factors involved. <li data-bbox="618 1367 1334 1500">(3) Activities performed as a group, such as staff meetings and handling rush jobs in an assembly-line fashion, can help to develop a team. <li data-bbox="618 1528 1334 1745">(4) It is very important for employees to be kept generally informed about the operation of the office as a whole and the work of the manager. If employees are so informed, it will often help them to avoid an error or to handle some matter more effectively.

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
9. (Cont.)	<ul style="list-style-type: none"> e. Make sure that working conditions are as satisfactory as possible. f. Try to make the office an enjoyable place in which to work.
10. Take a real interest in the welfare of your employees.	<ul style="list-style-type: none"> a. Research indicates that supervisors who are not only concerned about making a good production record but also think of employees as individual human beings and take a genuine interest in their welfare tend to achieve greater output than supervisors whose main emphasis is on production. b. Help your employees to develop their abilities. One of the best ways to do this is to give them responsibility. c. Stand behind your employees. d. Don't blame an employee, or let him take the blame, for a mistake you made. Be willing to admit your mistakes. e. Let your employees know as soon as possible of any changes that will affect them. It is better to tell employees that changes are under consideration than to leave them in uncertainty and subject to the distortions of imagination and rumor. f. Listen. This isn't as easy as it sounds. Often it is more effective for a supervisor to listen than to talk. g. Deal fairly, without favoritism or the appearance of favoritism. Don't make promises you can't carry out. h. Recognize differences in interests, motivation, and abilities among employees. Make the best possible use of the abilities of each employee.

SUPERVISING EMPLOYEES

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
10. (Cont.)	<ul style="list-style-type: none"> i. Help the employee to feel that he, as an individual, is valuable, that his contribution to the work of the office is appreciated, and that he is a vital part of something larger than himself. j. Try to put yourself in the employee's place. Treat him with the same consideration and respect you would want if your positions were reversed. k. While the manager should have a genuine interest in his employees as persons, he must nevertheless retain his position and authority as manager.

SECTION 8. OFFICE LAYOUT, SUPPLIES, AND EQUIPMENT

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Importance of layout.	<p>a. Good layout makes it easier to get the work done.</p> <p>(1). If the office is not arranged conveniently, each employee may have to take more steps and spend more time in doing his work than should be necessary.</p> <p>(2) This may not appear to have much effect on any one task, but the total effect on the output of the office may be considerable.</p> <p>b. If the office is crowded or some other condition interferes with efficient operation, see if the situation can be remedied by better layout or other improvements.</p> <p>(1) If not, discuss with the fieldman the question of getting better office space.</p>
2. Arrange the office so as to promote efficient operation.	<p>a. Layout must necessarily be adjusted to available space and the size and operations of the office.</p> <p>b. When possible, it is generally desirable to have:</p> <p>(1) A separate room for waiting on the public.</p> <p>(2) A main work room as free as possible from interruptions.</p> <p>(3) An office for the manager.</p>

OFFICE LAYOUT, SUPPLIES, AND EQUIPMENT

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>(a) As a rule, the manager should not have his desk immediately behind the counter, as the constant interruption will make it extremely difficult for him to plan operations and perform the other managerial duties for which he is hired.</p> <p>(b) At the same time, the manager should be readily accessible to farmers when needed. He should make it a rule to talk with a sufficient number who come into the office so as to be very familiar with their problems and views about the programs.</p> <p>(4) A conference room for committee and other meetings if sufficient space is available.</p> <p>c. If partitions cannot be installed, it is sometimes possible to use a row of file cases or movable stands made of wall board to give the effect of separate rooms.</p> <p>d. See Exhibit 5 at the end of this section.</p>
3. Provide a counter.	<p>a. Have a counter at least two feet in width and long enough to accomodate without crowding the maximum number of clerks who may wait on the public at peak periods.</p> <p>b. Have a gate at the end of the counter.</p> <p>c. Have shelves under the counter for keeping a supply of forms needed in waiting on farmers.</p> <p>d. Provide stools if otherwise employees who wait on the counter would have to stand for long periods.</p>

OFFICE LAYOUT, SUPPLIES, AND EQUIPMENT

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Cont.)	<p>e. If in a very small office there is no counter, a clerk should be placed to meet farmers as they come in. Be sure they are not left in uncertainty as to where to go to be waited on.</p>
4. Arrange desks and equipment.	<p>a. See that there is enough space around desks and other equipment so as to permit easy movement.</p> <p>b. Do not place desks facing windows or with the backs tightly against a wall.</p> <p>c. Employees who work together should, if possible, have their desks near each other.</p> <p>d. Place files and other equipment as close as possible to those who use them most.</p> <p>(1) It may sometimes be desirable to move folders as the work changes.</p>
5. Check layout.	<p>a. One way to check office layout is to prepare a rough sketch of the arrangement (present or proposed).</p> <p>(1) On this, draw lines to show where employees have to walk in doing particular jobs or to show how a particular form will travel from one desk to another.</p> <p>(2) Then see if the layout can be improved so as to minimize travel and reduce or eliminate backtracking or crisscrossing.</p> <p>(3) See Exhibit 6 at the end of this section.</p> <p>b. In large offices the use of templates may be helpful in planning layout.</p> <p>(1) Templates are cutouts of standard office furniture on a scale of 1/4 inch equals 1 foot. A supply of templates can be obtained from the State Office.</p>

OFFICE LAYOUT, SUPPLIES, AND EQUIPMENT

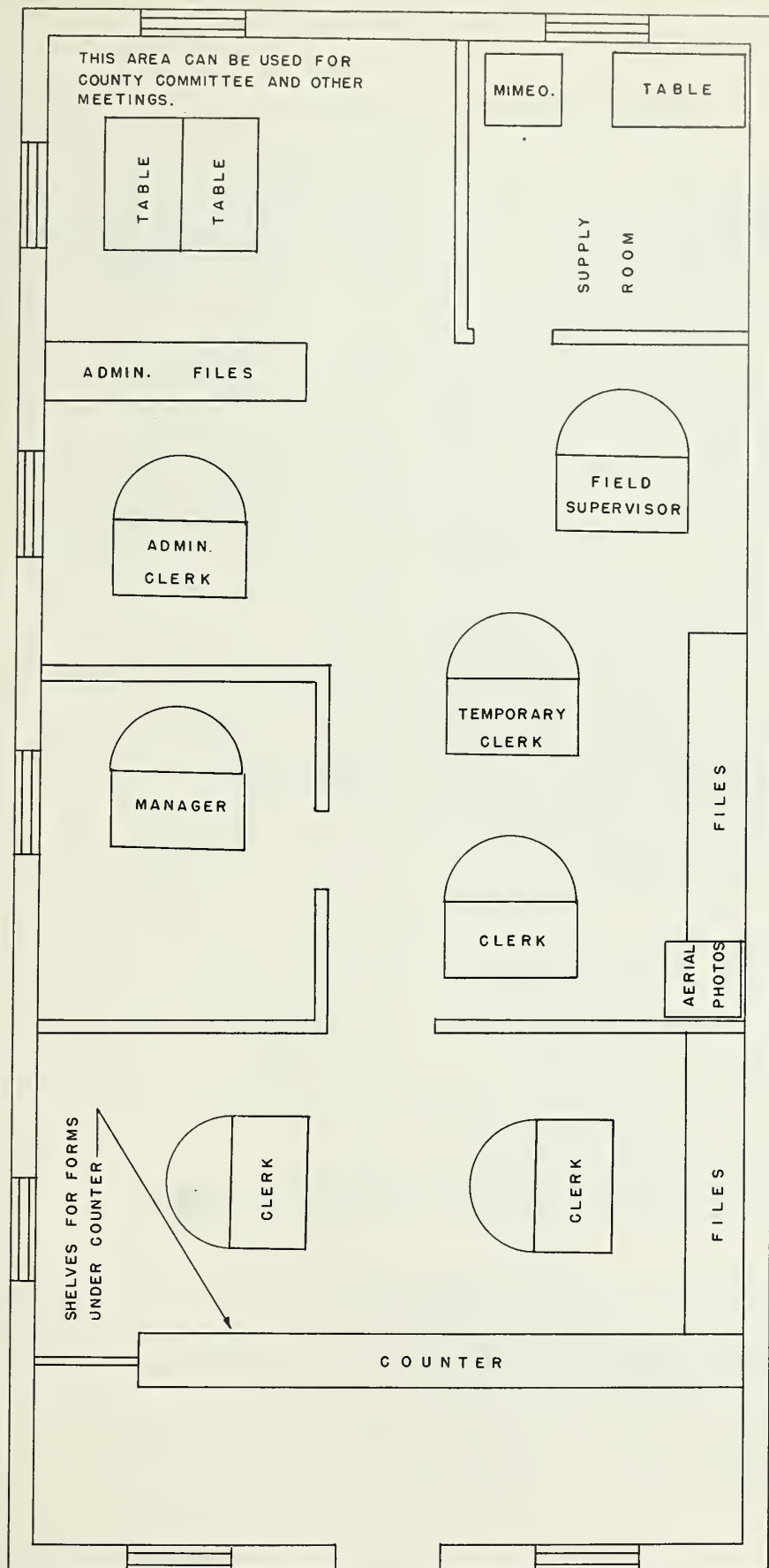
WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
5. (Cont.)	<p>(2) Prepare a floor plan of the office on a scale of 1/4" to a foot and fasten to a piece of insulation board.</p> <p>(3) Arrange templates until the best layout is obtained. Fasten templates with pins.</p> <p>c. Check layout on and around each desk.</p> <p>(1) Study the layout of materials and equipment on or near each desk to see if they can be rearranged in such a way as to make the work easier or more efficient. Materials used frequently should be within easy reach.</p> <p>(2) A small box with shelves for forms which can be placed on or near desks may be helpful.</p> <p>d. Review office layout once a year. This review can be made in a joint discussion with employees to obtain any suggestions they may have.</p>
6. Watch the lighting.	<p>a. As a general guide, one 4-tube 48" fluorescent fixture for each 60 square feet of space in each room will give about 30 foot candles of light at desk height. The local electric company will usually test lighting with a light meter and advise on proper lighting.</p> <p>b. See that employees doing close work—for example, using a planimeter—are in the best naturally lighted area. For planimeter work there should be not less than 50 foot candles of light.</p>
7. Watch ventilation and heating.	<p>a. Poor ventilation causes drowsiness, discomfort, and fatigue, resulting in lower output.</p>

OFFICE LAYOUT, SUPPLIES, AND EQUIPMENT

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
7. (Cont.)	<ul style="list-style-type: none"> b. Partitions which are open a foot or so at the bottom and several feet at the top can sometimes be used. They interfere less with movement of air than solid partitions. c. In offices having ventilating or heating problems, such as a room without an outside window or cold spots in winter, it is sometimes possible to take relatively simple steps to remedy the situation. Windows should be equipped with venetian blinds when necessary for proper ventilation and lighting. <ul style="list-style-type: none"> (1) If the State Office wishes, such problems may be referred to Administrative Services Division, CSS, for technical advice. If this is done, a sketch showing location of walls, windows, doors, radiators, desks, etc., should be submitted.
8. Obtain and maintain equipment needed for efficient operation.	<ul style="list-style-type: none"> a. It is poor economy to use equipment which is not suited to the job. b. Survey present equipment and, over a period of time, try to obtain the equipment needed to do the work in an efficient and economical manner, within budgetary limitations and in accordance with State Office requirements. c. Give proper care to equipment and see that machines are serviced regularly. d. Train employees in the operation of equipment. <ul style="list-style-type: none"> (1) Often manufacturers' or distributors' representatives will give free instruction in the proper use of machines which they sell. e. Maintain proper accountability records of equipment.

OFFICE LAYOUT, SUPPLIES, AND EQUIPMENT

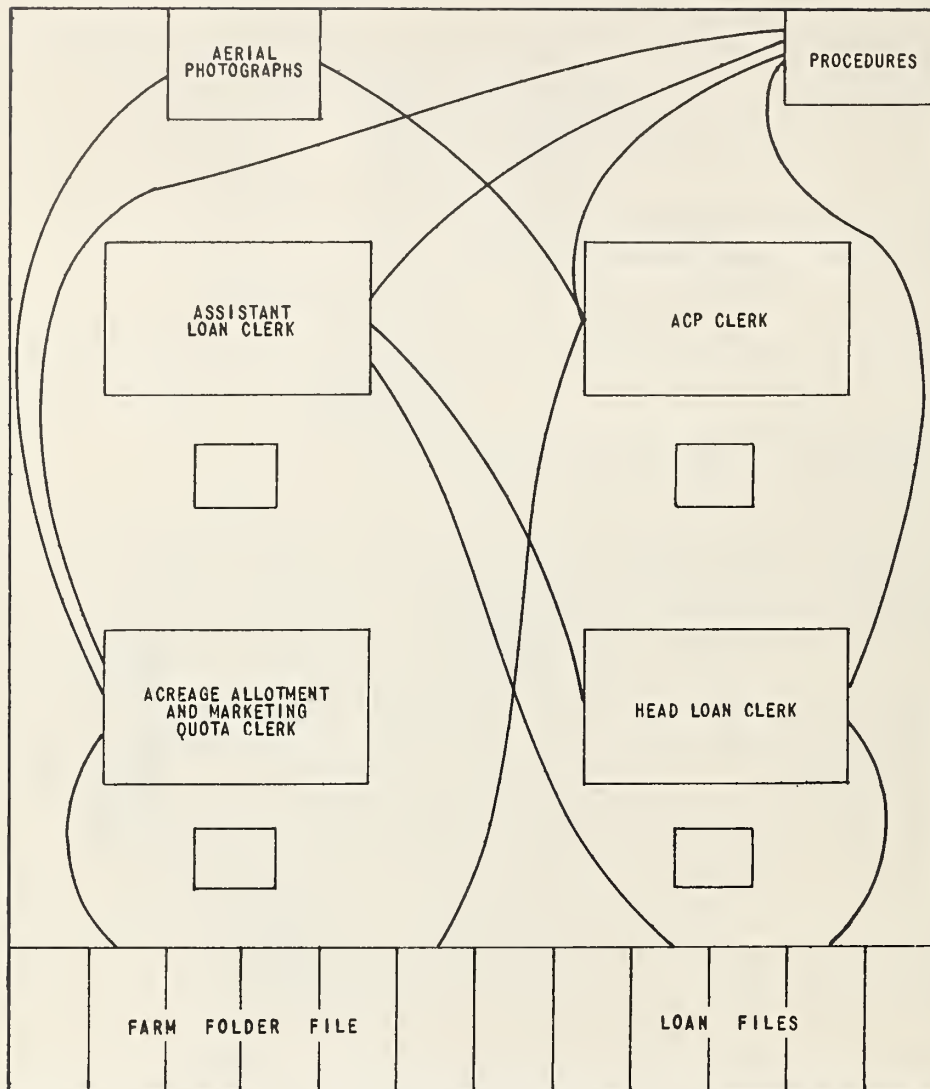
WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
8. (Cont.)	<p>f. Once a year make a check to determine whether there is any equipment that is no longer needed. If so, take steps to dispose of it.</p> <p>(1) Move into storage space things which are used infrequently.</p>
9. Keep the office in a neat and orderly condition.	<p>a. Keep files, supplies, and equipment in good order.</p> <p>b. Mark boxes and packages of supplies so that any item needed can be found readily.</p> <p>(1) Make a periodic check (say, quarterly or semi-annually) and order all needed supplies at that time. Follow State Office instructions.</p> <p>c. Have a place for equipment and keep it in its place.</p> <p>d. See that the office is kept clean.</p>



FOR

OFFICE WITH MANAGER AND FOUR REGULAR CLERKS

This exhibit is intended only to illustrate a possible layout for an office this size. Layout will necessarily have to be adjusted to available space. When the number of farmers coming into the office is light, there might be only one clerk behind the counter.



USE OF SKETCH TO CHECK OFFICE LAYOUT

A sketch of this kind may be helpful in checking present or proposed arrangement of desks, files, equipment, etc. For this purpose, the sketch does not need to be made to scale. Lines are used to show where employees have to walk in doing particular jobs or to show movement of papers from one desk to another.

The sketch above would indicate that the following changes should probably be made:

1. The ACP clerk and the head loan clerk should exchange places, so that the head loan clerk and the assistant loan clerk would sit next to each other.
2. Loan files should be moved so as to be as convenient as possible to the loan clerks. The farm folder file should be brought as close as possible to the ACP clerk and the acreage allotment and marketing quota clerk.
3. Each girl should have a copy of the procedures for which she is primarily responsible, except that the head loan clerk and the assistant loan clerk might share one set of loan procedures between them.
4. Aerial photographs should be placed so as to be as convenient as possible to the ACP clerk and the acreage allotment and marketing quota clerk.

SECTION 9. FILES AND RECORDS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Mail	<ul style="list-style-type: none"> a. Date stamp incoming mail. b. See that incoming mail, including procedures, is reviewed promptly and necessary action taken.
2. Keep procedures up to date.	<ul style="list-style-type: none"> a. Procedures should be kept in looseleaf binders. b. Label each binder to show what it contains. What is called a slip-on ring binder label holder can be used for this purpose. c. Keep procedures up to date at all times. You cannot operate efficiently or accurately if this is not done. <ul style="list-style-type: none"> (1) See that revised pages are inserted and superseded pages removed promptly upon receipt. (2) When checklists are supplied the county office, check carefully to make sure that all the material listed is actually on file and that superseded material has been removed. (3) If instructions, such as a State Office memorandum, are received which affect a procedure, make a note in the margin of the procedure. Show date and source of such instructions. d. Keep one master set of procedures. <ul style="list-style-type: none"> (1) Assign definite responsibility to someone in the office for maintaining this set.

FILES AND RECORDS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	e. See that employees have close at hand copies of procedures which they use frequently.
3. See that records and papers are filed promptly.	<p>a. File records promptly. If papers are allowed to pile up on top of cabinets, considerable time will be wasted in searching for what is wanted. Experience shows that this may seriously reduce the efficiency of the office, as well as increase the danger of losing documents.</p> <p>b. In rush periods, there is a temptation to let filing go. However, even at such times it will pay to keep files up to date.</p> <p>c. It may help to follow the practice of filing papers either at the end or at the beginning of the day or at some other regular time each day.</p> <p>d. In large offices, it may be desirable to assign responsibility for filing to one clerk.</p> <p>e. Employees should not keep in their desks papers that should be in files.</p> <p>(1) Keeping such materials in desk drawers frequently causes difficulties, particularly when the employee in whose desk they are located is absent.</p>
4. As a general rule, do not file more than one year's material in one folder.	a. Except in the case of files kept on a continuing basis (such as personnel files for individual employees), it is usually best to file not more than one year's material in one folder.

FILES AND RECORDS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
4. (Cont.)	<ul style="list-style-type: none"> b. When this plan is followed, papers can be found more quickly. c. Considerable time is saved in disposing of old records.
5. Keep file cabinets and folders in good shape.	<ul style="list-style-type: none"> a. Label drawers to show what is in them. b. As a general rule, arrange papers in chronological order in each folder, with the most recent papers on top. c. Keep papers straight. Don't let them extend beyond the edges of the folder. d. When there will be only a limited number of papers in a folder, do not use fasteners. e. Don't overload folders. When a folder gets full start a new one. <ul style="list-style-type: none"> (1) Show dates covered on the old folder and date on which new folder was started. (2) File new folder in front of old one.
6. Use some type of follow-up file.	<ul style="list-style-type: none"> a. Follow-up is a basic principle of good management and a mark of a good manager. <ul style="list-style-type: none"> (1) The purpose of follow-up is to see that instructions are carried out, that things which are supposed to be done by a certain time are done, and that necessary matters are not overlooked. b. A follow-up system can free you from the effort of trying to keep in mind numerous things that have to be done at a certain time. You can depend on the follow-up system to remind you at the proper time.

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (Cont.)	<p>c. Examples of how a follow-up system can be used:</p> <p>To insure a systematic effort to collect loan deficiencies or other amounts due.</p> <p>To see that supplies ordered are delivered before they are needed.</p> <p>To remind yourself to get ready for a meeting to be held at a certain date, to see someone about something, and so forth.</p> <p>To make sure that action required by a certain date is taken on time.</p> <p>d. A follow-up system is not intended as a substitute for a reports calendar or a schedule or time table for carrying out a program.</p> <p>e. The simplest follow-up system consists of jotting down notes on a desk calendar.</p> <p>(1) This method has its limitations when there are a considerable number of items for follow-up.</p> <p>f. Standard follow-up file.</p> <p>(1) Have 31 folders with the tabs numbered in order beginning with 1.</p> <p>(2) When any matter arises which will need to be followed up, make a note of it on a sheet of paper and mark the date for follow up in the upper right corner.</p> <p>(a) If an extra copy of the letter or document involved (if any) is available, it may be used instead of making a note.</p>

FILES AND RECORDS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
6. (Cont.)	<p>(3) Have a clerk file daily in the proper folder the material marked for follow-up. That is, if a sheet is marked for follow-up on the 18th, put it in the folder numbered 18.</p> <p>(4) Each morning have the clerk take the material out of the folder for that day and put it on the manager's desk.</p> <p>(a) If there is anything marked for a later month, the clerk should put it back in the folder.</p> <p>(5) Try to clear the file when a reply is received or other action taken before the follow-up date.</p> <p>(a) For example, if a copy of a letter notifying a farmer that a payment is due has been placed in the follow-up file and payment is received before the follow-up date, remove the copy from the follow-up file.</p> <p>g. When the number of matters requiring follow-up is not large, some managers use one folder for each program instead of using the 31-folder system suggested in item f.</p>
7. See that old records are disposed of as soon as permissible.	<p>a. Old records should be gotten rid of each year as soon as they become eligible for disposal. Follow State Office instructions.</p> <p>b. This will:</p> <p>(1) Make more space available in the office.</p> <p>(2) Make additional file cabinets or drawers available.</p> <p>(3) Save time.</p>

FILES AND RECORDS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
7. (Cont.)	c. Report what has been disposed of in accordance with instructions.
8. See that obsolete blank forms are disposed of promptly.	a. Follow instructions from the State Office.

SECTION 10. TELLING FARMERS ABOUT ASC PROGRAMS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. General.	<p>a. This section deals with informing farmers about provisions of and rights under available ASC programs. Efficient administration of these programs requires effective dissemination of pertinent factual information.</p> <p>b. In each State, the State Committee and the State Extension Director have discussed arrangements for keeping farmers adequately informed about ASC programs. County offices should operate in conformity with these arrangements.</p>
2. Work with the county extension agent.	<p>a. The State and County Extension Services, as the educational arm of the Department of Agriculture, are responsible for aiding in the dissemination of factual information regarding national agricultural programs.</p> <p>b. Discuss with the county agent the task of giving farmers necessary information about ASC programs and the means he has available for reaching farmers--mailings, radio programs, meetings, etc.</p> <p>c. Work out with him ways in which you can cooperate to give farmers information they need to have about ASC programs.</p> <p>d. Supply the county agent with basic program information which he can use.</p> <p>(1) Put the county agent on the mailing list to receive copies of general notices and other material sent to farmers by the county office.</p>

TELLING FARMERS ABOUT ASC PROGRAMS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>e. The suggestions mentioned below should be carried out through or in cooperation with the county agent to the fullest extent possible. For example, in some counties the local radio station has assigned time to the county agent for regular broadcasts of matters of interest to farmers. Often he arranges with other agricultural agencies to take part in these broadcasts. Similar arrangements may exist with local editors.</p>
3. Keep county and community committeemen informed about ASC programs.	<p>a. Helping explain programs to farmers is an important function of committeemen.</p> <p>b. Some managers send a monthly newsletter to county and community committeemen containing such information as announcements of new programs, changes in programs, new policies, program reminders, and deadline dates, general program activities in the county and State, etc.</p> <p>c. Use your ingenuity to develop other means of keeping committeemen interested and informed.</p>
4. Work with the local editor or editors.	<p>a. Discuss with the local editor how to get necessary information to farmers through his paper.</p> <p>b. Prepare articles for use in the local paper or prepare basic information for the editor, depending upon arrangements with him.</p>
5. Give radio and TV talks if local stations are available.	<p>a. Join with the county agent and other local agricultural agencies in a regular agricultural broadcast if time can be obtained.</p> <p>b. Discuss with radio station officials the type and style of material desired by the station.</p>

TELLING FARMERS ABOUT ASC PROGRAMS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
5. (Cont.)	<ul style="list-style-type: none"> c. Encourage committeemen and farmers to participate in radio and TV programs. d. If you do not like to give talks, try having discussions with the county agent or a member of the county committee. Sometimes these discussions can be recorded on tape in advance. e. Feed spot announcements to stations as appropriate. f. Arrange through the county agent to participate in any radio or TV schools arranged by the State Extension Service. These schools can help you do a better job on the air.
6. Talk to local meetings of other organizations.	<ul style="list-style-type: none"> a. Explain ASC programs at local meetings, civic and other club luncheons, etc., particularly those attended by farmers or persons who deal with farmers. b. Arrange to talk at meetings which the county agent sponsors. c. Encourage county and community committeemen to talk at such meetings.
7. Mail mimeographed letters or circulars to farmers.	<ul style="list-style-type: none"> a. Use only for essential information such as how allotments are determined, opening and closing dates for ACP signup, available ACP practices, elections, loan rates, etc. b. Enclose such letters with allotment notices or other general mailings to farmers when possible. c. Keep letters and circulars short. d. Use questions and answers or other ways to make them interesting.

TELLING FARMERS ABOUT ASC PROGRAMS

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
8. Use "over-the-counter" contacts as a method of informing farmers.	<ul style="list-style-type: none"> a. Train employees to check with farmers while they are in the office to see whether there are other items of business which can be handled at the same time, or other programs on which they wish information. b. Prepare brief, simple statements explaining each program and make available to farmers who call at the office. <ul style="list-style-type: none"> (1) Use question and answer form or list practices, requirements, etc., in 1, 2, 3 order. (2) Such statements can also be used in other ways, for example, in connection with newspaper and radio work. c. Provide a bulletin board near the counter and post important and current information.

SECTION 11. MEETING AND DEALING WITH THE PUBLIC

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
1. Build public confidence.	<p>a. Try to build a high degree of public confidence in the county office.</p> <p>b. Things that help to develop confidence:</p> <ul style="list-style-type: none"> (1) Play square and keep your word. (2) Explain programs, reasons, objectives. Try to see that farmers and others concerned understand what we are trying to accomplish through the programs, how they operate, and why it is necessary for farmers to comply with certain requirements. (3) Be cordial, courteous and helpful. <p>c. If you can build strong public confidence, you will find that over a period of time it will make your work a good deal easier and more satisfying.</p>
2. Callers.	<p>a. Treat people as you would like to be treated.</p> <ul style="list-style-type: none"> (1) Take an interest in the caller's problems and try to look at things from his point of view. (2) Be sure you really understand what his problem is before you try to tell him what can or can't be done about it. (3) Speak pleasantly, as you would to a friend; smile. Avoid seeming to be abrupt or curt. (4) Be careful not to give people the impression that you think you know more than they do or are doing them a favor by waiting on them.

MEETING AND DEALING WITH THE PUBLIC

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>(5) Try to remember people's names and greet them by name. In trying to remember names:</p> <p>(a) Be sure you know what the caller's name is. If you didn't hear it distinctly, ask him to repeat it.</p> <p>(b) Write the name down.</p> <p>(c) Connect the name with the person's face. In order to do this you have to look at his face so as to see it distinctly.</p> <p>(d) Use the name several times in speaking to him.</p> <p>(e) Sometimes you can associate the person with something, for example, the way he signs his name, the circumstances involved when you first waited on him, the type of farm he operates, and so on.</p> <p>b. Wait on callers promptly.</p> <p>(1) If you are waiting on someone and another caller comes in, recognize him at once. Say "I'll be with you in a minute" or nod.</p> <p>(2) Don't all go out for a break at one time.</p> <p>(3) If for any reason it is necessary for everyone to be out of the office for a while, be sure to leave a note on the door saying when someone will be back.</p> <p>c. Don't guess. If you don't know, find out. If you give a farmer the wrong answer, it may seriously inconvenience him or cause him to lose money.</p> <p>d. Explain how and why--don't just say, "Sign here."</p>

MEETING AND DEALING WITH THE PUBLIC

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<ol style="list-style-type: none"> <li data-bbox="610 266 1323 428">(1) Take time to explain step by step to a farmer how his allotment was computed or how a deficiency on his loan was calculated. Then ask him if he is satisfied it is correct. <li data-bbox="610 456 1323 523">(2) If possible, explain the reasons why a thing must be done a certain way. <li data-bbox="610 552 1323 714">(3) If a farmer wants to do something that can't be done under the regulations, explain--don't just say "You can't do that." End by saying, "I'm sorry we can't do that for you" or something similar. <li data-bbox="610 742 1323 866">(4) Use language the farmer understands. If you have to use words which he may not understand, explain what they mean in simple language. <li data-bbox="528 894 1323 961">e. Don't brush people off or try to get rid of them in a hurry. <li data-bbox="528 990 1323 1056">f. If a caller gets angry, try to remain pleasant and he will probably calm down. <ol style="list-style-type: none"> <li data-bbox="610 1085 1323 1209">(1) If you show irritation, you are immediately at a disadvantage and the caller is almost certain to become angrier still. <li data-bbox="610 1237 1323 1285">(2) Try not to argue. <li data-bbox="610 1313 1323 1475">(3) Encourage the caller to tell you why he is angry so you can correct the matter or clear up any misunderstanding. Let him get the matter off his chest. <li data-bbox="610 1504 1323 1666">(4) It may help to remember that he isn't angry at you but most likely at the "Government." It may also help to talk with the other employees about how to handle people who are angry. <li data-bbox="610 1694 1323 1751">(5) If a caller becomes abusive, call the office manager.

MEETING AND DEALING WITH THE PUBLIC

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
2. (Cont.)	<p>g. Don't discuss a confidential or embarrassing matter (for example, inability to pay an amount due on a loan or an apparent violation of a marketing quota) when other callers are present. The farmer should be invited to sit down at your desk or somewhere else where the matter can be discussed in private.</p> <p>(1) Likewise, you are under obligation not to discuss such matters outside the office.</p> <p>h. If a caller comes in about a matter that is not handled by the ASC office, it is your responsibility to refer him to the proper agency.</p> <p>(1) If you are not sure what agency handles the matter, telephone to make sure.</p> <p>(2) If the person whom the caller should see is some distance away, telephone to make sure he will be in.</p> <p>(3) It is a good plan for the manager to have representatives of other agricultural agencies come in and explain what matters they are responsible for. This will help employees to refer callers correctly.</p>
3. Phone calls.	<p>a. The rules of courtesy, as discussed in respect to callers, also apply to phone calls.</p> <p>b. Answer promptly.</p> <p>c. Identify the office in answering the phone.</p> <p>d. Speak in a pleasant tone of voice. The caller may form a good or bad opinion of the office depending on whether or not your voice sounds friendly.</p> <p>e. If it will take some time to get information requested, tell the person you will call back.</p>

MEETING AND DEALING WITH THE PUBLIC

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
3. (Cont.)	<p>f. If you say you will do something, jot it down so you won't forget it.</p> <p>g. If a call is about a matter which is handled by another agency, explain what agency is responsible. If you aren't sure, check by phone.</p>
4. Letters.	<p>a. Answer letters promptly--the same day they are received, if possible.</p> <p>(1) If a letter can't be answered immediately, acknowledge it.</p> <p>b. Give the information requested.</p> <p>(1) Before you sign a letter, read the incoming letter again and see if you have given the information asked for. Quite often you may find that you have not given the specific information requested.</p> <p>(2) At the same time, avoid going into an involved, technical discussion when all the writer wants is a simple answer.</p> <p>c. Write so the reader can readily understand you.</p> <p>(1) Avoid using words he probably doesn't understand.</p> <p>(2) Use short sentences.</p> <p>(3) Use short paragraphs.</p> <p>(4) Give enough explanation to make the meaning clear.</p> <p>d. If you have to require some action or say "no" to a request, explain carefully why this is necessary. By taking care to explain, you may save a good deal of time and trouble in the long run.</p>

MEETING AND DEALING WITH THE PUBLIC

WHAT TO KNOW OR DO (Steps)	WHAT IS INVOLVED (Items)
4. (Cont.)	<p>e. Take a genuine interest in the writer's problems and try to look at the matter in question from his point of view.</p> <p>(1) Before you send the letter ask yourself whether you have been as courteous and helpful as you would want to be if you were talking to him in person.</p> <p>(2) Check to see if you have avoided using language which may seem to criticize or which sounds abrupt or curt.</p>
5. Visits to farmers.	<p>a. Greet the farmer by name, tell him your name, and say that you are from the county office.</p> <p>b. If the farmer does not understand the work you are doing or its purpose, take time to explain it to him.</p> <p>(1) <u>Work out with the county office manager in advance a brief, clear explanation of what is required of the farmer and the reason or purpose it serves.</u></p> <p>c. If the farmer becomes angry, try to remain pleasant; don't argue.</p> <p>d. If the farmer refuses to cooperate, you may need to remind him that what you are doing is required by law or by the regulations of the Department. Don't raise your voice.</p> <p>e. If you are threatened, leave without arguing and report to the county office manager.</p> <p>f. If a farmer takes a dislike to an employee who calls on him, it may be best to have someone else see him if further visits are necessary.</p>

Many of the ideas in this section were suggested in a discussion with the girls in the ASC Office, Macon County, Illinois.

